46-1943

N.Y. Daily Mirror, New York, N.Y.

JAN 28 1943

New Course in Negro Culture

Brooklyn College announced today a new course in Negro Culture and Problems, which is open to college graduates. Registration closes Feb. 6. The course includes study of the Negro's background in Africa, the Negro's life and slavery in the New World, the problem of emancipation, the Negro's status today, and the Negro's contribution to American culture.

Daily World

Atlanta, Georgia

Negro History Is Offered At A. U.

Atlanta Daily World

JAN 31 1943

"The Negro in American Life," a comprehensive course in Negro History, will be offered at Atlanta University during the second semester under the direction of Professor Clarence A. Bacote, it was announced Saturday. The course will carry thirty-seven lectures which will be delivered by members of the faculty of the Atlanta University System and Clark College.

The introduction to the course will be given on February 3 by Professor Bacote: the subsequent lectures will be as follows, "The Negro and the Fine Arts" (Woodruff); "The Negro and Music" (James); "The Negro in American Literature — Prose and Poetry to 1900" (Braithwaite). "The Negro in American Literature — Poetry since 1900" (Chandler); "The Negro in the American Language" (Tillman); "Educating the American Negro - Early History" (Tyms); "Educating the American Negro — Private Institutions" (Whittaker); "Educating the American Negro — Public Education" (Robinson); "The Negro Church and Its Leaders — Early History to 1900" (Hubert); "The Negro Church and Its Leaders," (Mays). "The Social Disorganization in the Negro Community" (Washington); "Anti-Negro Movements" (Chivers); "The Question of African Survivals in Negro Life" (I. Reid); "The African Background" (DuBois); "Latin America," "The English Speaking Caribbean" (Macomson); "The Non-English Speaking Caribbean' (Scott); "The Slave Issue in England and Europe" (Coulborn). "Economics of American Slavery," "Reconstruction, Economic and Political" (DuBois); "Citizenship Problems of the American Negro" (Bacote); "The Economics of Negro Life" (a) The Negro in Business" (Blayton); (b) Negro Labor (Brazeal); and (c) Utopian Schemes for Betterment (I. Reid); "Negro Organizations" (a) Lodges and Fraternal Orders (Lewis) (b) Racial Pressure Groups and Movements (I. Reid); "The Role of the Negro in Defense of American Ideals" (Bacote). "Negro Historians" (Nelson); "Outstanding Negroes in Unusual Fields of Endeavor" (Jackson); "The Current Position of the Negro in American Life" (Reid, DuBois).

Daily World

Atlanta, Georgia

School To Teach Negro Culture

APR 26 1943

BROOKLYN — (ANP) — The School for Democracy has included in its curriculum a course "Life and Culture of the Negro People. It will survey the Negro people from their African background through the various periods of their life in America to the present day.

Special attention will be paid to the role of the Negro people in the present war and the relationship between full freedom for them in America and the problems of oppressed people throughout the world.

APR 26 1943

Gwendoyn Bennett and Charles Collins will conduct this course

Pittsburgh Courier, Pittsburgh, Pa.

MAR 13 1943

ROGERS SAYS:—

MANY EDUCATORS SCHOOLED IN WHITE COLLEGES LACK RACE HISTORY KNOWLEDGE

BY J. A. ROGERS

Pittsburgh Courier, Pittsburgh Pa.

MAR 13 1943

MY column of a few weeks ago on certain recommended books brought many letters. I'm sorry I can mention only three of them now.

Anna Thelma Ford of Pittsburgh, Pa., writes, "Your advice to embryonic writers brings flooding to my mind thoughts reaped from the observations of my race in regards to reading. Most of us don't know how or what to read. We are too earth-bound, too filled with fears and inhibitions. It is this lack of freedom of soul that handicaps many of our writers. Many, however, try very hard to free themselves but they renounce God or moral standards or even their race and thus remain enslaved. They refuse to lift their mental wings and fly, as it were.

Mr. Rogers

"I have met many college graduates who hadn't read a book since leaving college, and who, while there had read only the minimum required. It was impossible to discuss current literature or opinions with them. When I was younger and more naive than I am today, I longed to meet college bred people, thinking I might learn something from them, but soon discovered that the better place to learn was the public library.

IGNORANCE IS APPALLING

"I have met many of our people who flinch at the thought of a book by a Negro just as some whites I have known during my long career as a housemaid in the North and also in the South. Five or six years ago, to cite an instance, while I was living at the YWCA in New York I chanced to overhear a conversation between two young women on a then recently published book. One of the young women, a typist, said how much she liked the book. The other young woman, a teacher in the public schools of New York and who has traveled extensively in Europe and North America, said that no book by a Negro was worthy of reading and that it would be four or five generations before the Negro could produce a worth-while writer. The typist answered, "Be that as it may, someone has to keep on trying."

THE teacher who said that no Negro had ever written a worthwhile book was evidently trained in one of those colleges where all knowledge, like our sugar, salt and flour, are whitened out until only a constipative, mind-clogging product remains. If not, she would

MAR 13 1943

AS for great living Negro writers, South and Central America has several of them; while in the United States, those who can get the white weight off their brain will find much highly creditable writing in the several Negro anthologies as say "The Negro Caravan," of 1082 pages, edited by Sterling Brown, Arthur P. Davis and Ulysses Lee, and published by the Dryden Press of New York in 1941.

DISCOVERS NEGRO PRESS

The type of Negro school-teacher mentioned above is not rare. There are also Negro college professors, who, because of their entirely white training, share pretty much the same view. As Dr. Carter G. Woodson, eminent historian, once wrote, "It took me about 30 years to get over my Harvard education."

MRS. Eleanor Connolly, white, of San Diego, Calif., who "didn't even realize there was a Negro in the public schools of New York to have discovered it, writes, "I was much disturbed at your recommended list of books and authors. You are a widely read man but have you known any reading that is Christian in text?

"How about G. K. Chesterton, Hilaire Belloc, Sigrid Undset and other Catholic authors? I wish you would read them with a truly unprejudiced mind. Their works are meaty and wonderfully well written . . . If you haven't read these and other Catholic writers you've missed a lot . . ."

LISTS RELIGIOUS BOOKS OF NOTE

AS I said at the time, it was possible to mention only a few of my favorites. Of course, one's reading would not be complete without dipping into the vast field of religion and ethics—Pagan, Judaic, Christian, Islamic, Buddhist, Confucian, Shintoist, Brahminic, and so on. Any historical research that would avoid bias should include the encyclopedias of these religions and the sources given in them. One of my favorite Catholic histories was Walsh's "The Thirteenth: Greatest of Centuries." Nor do I miss reading such excellent current publications as The Catholic Digest, American, and the Interracial Review.

Venora M. B. Scott of Fort Worth, Texas, sends a spirited letter of which the following are excerpts, "Your column 'Prospective Writers Must Read, Study, Observe and Face Much Criticism' is tops for me in interest and enthusiasm . . . I procured immediately Schopenhauer's works, studying them and enjoying them immensely . . . Schopenhauer goes to the root of the troubles which from time immemorial have been fed and kept alive, first by religion, a lawless teaching which stupefies from childhood. (I said religion, not Christianity) . . . Journalism should and could attack the system. Schopenhauer blazes the way.

"OF the making of books there is no end but the most of them should be thrown into the junk heap so far as their power of emancipating society is concerned. Don't pass up Schopenhauer's mention of clergy-dominated education. That cuts right into the heart of all the world's trouble, very well expressed in my philosophy carried to Raymond Clapper and Westbrook Pegler.

"The masses do not need so many deep and weird philosophies. They need to know the way of life which Christ and His followers died for up until the fourth century when religion took over. Journalism to show progress must do this or remain stagnant in value."

APOLOGIES TO ZORA HURSTON

P. S. This column gladly takes back its adverse criticism of Zora Neal Hurston, who says that she was misquoted on Jim Crow by the New York World-Telegram.

Globe and Independent, Nashville, Tenn.

Jan. 29, 1943

COURSE IN NEGRO HISTORY WILL BE KEPT IN COLLEGE

New York, Jan. 21—(ANP)— the main building of the uptown college. As before, this course will be given at nine o'clock in the morning and Wednesday evening at the Schomburg collection, the course curator of the Schomburg collection of the New York Public library and culture in the Negro history and culture in the City college evening school is ry. Registration is now going on

Despite the war needs which are wiping out Negro areas of liberal arts college education, the course

As a result of the war and the wide interest of the Negro in the war effort of the United States. These discussions will be related to the historical development of Negro people and potential and peo

(1) the role of the Negro in the war; (2) the contribution of the Negro in the war; (3) the role of the West Indies and South America in the war; (4) the second semester classes for the curriculum which was re- which begin in February. As a result of the war, will be given in Africa and the war upon the Negro in Africa and the uptown America, the course markably increased last year, will be taught by Dr. L. D. Reddick, participation of the land and peoples of Africa in the strategic importance of Indies and Negro people

Time
Chicago, Illinois

Brown Studies

Unusual lessons are being taught to first-graders in Chicago's public schools. One is a story called *Billy's Ride*, which ends as follows:

"A Policeman held up his hand and the cars stopped. Although Billy was usually polite, he stared and stared! He had never seen a colored policeman. 'Mother,' Billy called, 'Look at the brown policeman.' 'Yes,' said Mother, 'there are many brown policemen. In our country we have many kinds of helpers.' Just then the policeman waves his hand for the cars to move on. Then Billy and Jack did have an exciting time. They were looking for more brown policemen."

While first-graders learn about Negro policemen and Pullman porters, other primary pupils (white and colored) are being told of Negro contributions to civilization, U.S. history, the war effort. Examples of Negro subject matter woven into the general class material:

▶ 2nd grade: George Washington Carver (TIME, Jan. 18), who made many things "from funny little peanuts."

▶ 3rd grade: Life in West Africa's Dahomey as an example of the ancestors of U.S. Negroes.

▶ 4th grade: The careers of Negro notables such as Contralto Marian Anderson, Bass-Baritone Paul Robeson.

▶ 5th grade: "Chicago's first settler, Negro Jean Baptiste Point de Saible."

▶ 6th grade: Negro Captain Alonzo Pietro of Columbus' good ship *Nina*.

▶ 7th grade: U.S. slavery and its abolition.

▶ 8th grade: Negro military heroes, contemporary Chicago Negroes.

The person who originated this program and got Chicago's Board of Education to okay it is a handsome, 36-year-old Negro teacher, Madeline Robinson Morgan. She is the wife of a civilian foreman at Chicago's Army Quartermaster Depot. As a girl Mrs. Morgan knew days and nights of terror during Chicago's 1919 race riots. She got a master's degree in education at Northwestern University, taught at Chicago's Emerson School.

Mrs. Morgan got a year and a half's leave to do research, work out a curriculum, integrate it with the school program as a whole. She says she had her "fingers crossed all the time but most teachers are enthusiastic about the material and children take it as a matter of course." Mrs. Morgan hopes for a change in "quality of attitudes" but expects no miracles. She is pleased that New York City school authorities show interest, that Chicago's Catholic pedagogues are planning a similar step.

Lincoln School Offers Intensive Study Courses In Negro History

Bee
Chicago, Ill.

Special study courses of interest to the Negro people, including their role in the development of American democracy and the history of their struggle for freedom will be offered in the summer term of the Abraham Lincoln school, 30 W. Washington street.

The summer term of the school, which is dedicated to the traditions of the Great Emancipator, Abraham Lincoln, will open June 14. Registration is now in progress at the school on the 16th floor of the Hillman building.

William L. Patterson, assistant director of the school, lawyer, educator and editor who for four years directed the Scottsboro Boys' defense, will conduct the class on "The Negro People: Their Role in the Development of American Democracy" every Monday evening for the 12 weeks of the term.

Dr. Metz T. P. Lochard, noted Chicago editor and a board member of the school, who for ten years headed the School of Romance Language and Literature at Howard university, will be a guest lecturer in the course.

The little-known history of the Negro people ranging from the death of Crispus Attucks at Bunker Hill to the heroism of Dorie Miller at Pearl Harbor will be presented as part of the Negro people's struggle for equality of opportunity and the extension of American democracy. Also included in this course are an analysis of Negro America's cultural contribution in art, music, literature and science, and the relation of the Negro people's struggle to the world-wide battle for democracy.

Patterson and guest lecturers also will lead a Sunday evening discussion, "Review of the Week," which is designed to teach the student how to read a newspaper to get at the truth. This forum, which is open to the public, will include a digest and interpretation of each week's events as they relate to the war and the shifting scene of the military and home fronts.

Another course of interest to the Negro people is "India and the Colonial World in the Global War," which also will be conducted by Patterson. The unsolved problem of India's independence in relation to the conduct of the war by the United Nations and the development of the colonial problems in Africa, Puerto Rico and South America in relation to the fight for national liberation will be discussed.

Earl B. Dickerson, former Chicago alderman, is listed as a guest lecturer in a course on how to make the voice of the people heard in Washington and Springfield. The course will include an analysis of state and federal legislation and methods of informing Congress of the people's thoughts on the conduct of the war, wage and price policies and other important legislation.

Classes meet weekly for one and one-half hours, day and night. Services of the school, such as library facilities, speaker's bureau and forums are available to students and the public. In all, there are 65 courses on the summer term taught by 75 experienced instructors and guest lecturers.

School To Teach Negro Culture

Daily World
Atlanta, Georgia

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Gwendoyn Bennett and Charles Collins will conduct this course.

Chicago Tribune
Chicago, Illinois

STUDY OF NEGRO HISTORY IN CITY TOLD IN BOOKLET

The manner in which the study of Negro history was introduced into 353 elementary schools in Chicago is told in the October issue of the Negro Digest, a national magazine for Negroes, published at 3507 South Park way.

The Chicago study plan has brought inquiries from cities thruout the country and from some in South America. Mrs. Madeline Morgan, 5703 South Michigan avenue, who is primarily resposible for the plan, said it is intended to teach mutual respect between white and Negro races.

Bystander
Des Moines, Iowa

NEGRO HISTORY TAUGHT IN CHICAGO SCHOOLS

Chicago (ANP)—The story of how Chicago introduced the study of Negro history in 353 elementary schools is told in the October issue of Negro Digest.

Primary responsibility for the preparation and introduction of the Chicago plan for the study of Chicago's largest minority group is given to Mrs. Madeline Morgan, a Chicago teacher for 11 years. Mrs. Morgan, who is a graduate of Northwestern university, spent more than a year and a half gathering facts about the Negro before she compiled the three booklets on Negro history now used in the school system.

Inquiries about the Chicago plan for the study of the Negro have come from all over the nation and from many points in South America. The whole idea of the plan as explained by Mrs Morgan is "to teach to respect Negroes and Negroes to respect themselves."

Mrs Robeson Says Study of Race History Is "Thrilling"

Afro-American
Baltimore, Md

NEW YORK CITY. — Mrs. Paul Robeson describes her concentrated study of the background and history of colored peoples of the earth as "a thrilling and gratifying adventure" which yielded "a great deal to engender pride of race."

Mrs. Robeson expressed this opionion in writing to students of Fisk University to introduce Dr. Edwin Smith, noted anthropologist, upon the opening of the new School of African Studies at the institution.

Mrs. Robeson said:

"In England, I gradually became conscious of the fact that I knew very little indeed about colored people, because to my amazement, I found that they are not just our own thirteen million colored Americans, but also the ten million West Indians about whom I knew just a little, and the 100 million Africans about whom I knew nothing whatever.

"Finding out about my new relations has answered and fulfilled vague questions and yearnings which I remember faced me as a young American.

"In school, I remember very clearly that everybody seemed to have an Old Country except me. We were never taught anything about Africa. If we thought about Africa at all, we thought of her inaccurately as a wild country, full of savages who dressed in leopard skins, performed weird dances and lived side by side with lions.

"Correcting this wholly wrong impression and learning something of the real facts about Africa and Africans, both past and present, has been for me a

Minor to Lecture On Negro Issues

Robert Minor, assistant general secretary of the Communist Party of the United States, will be one of the instructors in the full-time two-weeks morning school on the Negro people and the war, to be held October 18 to October 29, under the auspices of the Workers School.

The course begins Monday, October 18, and closes Friday, October 29. Hours are from 9 A. M. to 1 P. M. The fee is $10.

Journal and Guide
Norfolk, Virginia

Negro History In Chicago Schools

CHICAGO, Ill. — (ANP) — The story of how Chicago introduced the study of Negro history in 353 elementary schools is told in the October issue of NEGRO DIGEST.

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Inquiries about the plan have come from all over the nation and from many points in South America.

46-1943

New York Teachers Take Race Relations Course

Courier
Pittsburgh, Pa.

NEW YORK CITY, Sept. 23—The New York City Board of Education and the City-Wide Citizens' committee on Harlem announce the initiation of a co-operative venture in the programing of an in-service training course for teachers in the New York City school system. The course is called "The Negro in the American Scene" and began on Monday. The course will be given over a 15-week period every Monday thereafter at Junior High School 120, 1 East 120th street, from 4 to 5:30 p.m. Dr. Abraham Ehrenfeld, principal of the school, is co-ordinator of the series and is, in large part, responsible for its content.

It is intended to present through this course the achievements of the Negro in the United States and his contributions to America—contributions which have grown out of his life in the United States, and the influences which have surrounded him.

LIST TO PICS

Among the topics to be discussed are the "Economic Status of the Negro"; "Organized Labor and the Negro"; "The Church and Negro Progress"; "Current Problems In Negro Education"; "The Role of the School in Developing Desirable Racial Attitudes"; "The Press" "The Integration of the Negro into the American Scene Through Government Machinery" and "Techniques for Developing Desirable Racial Attitudes."

Because the American scene changes so fast and because the place of the Negro in this scene is of such vital and far-reaching concern, this course will give timely information and direction to those teachers who are seeking new sources of understanding and new approaches to methods of interracial co-operation.

Plan Adopted From Springfield Board Practi

Daily World

PITTSBURGH—(A N P) — The Springfield (Mass.) plan for teaching racial and religious tolerance has been approved in principle by the Pittsburgh board of public education and to officials, a program of adaptation is being arranged for inclusion in the school curriculum here.

Mrs. F. B. Chalfant, a member of the board, is sponsor of the local movement. Mrs. Chalfant recently made a study of the system while visiting the city. She reports that its methods are probably the best this far devised for combating bigotry and racial dias.

Dr. Charles E. Manwiller of the board's research department has been appointed to draft a practical approach to the problem. Dr. Manwilled said that source studies were nearing completion and that the entire program should be ready for introduction soon after the first of the year.

TO STRESS PROBLEM

The Pittsburgh program is expected to lay considerable stress on the Negro problem, which is of primary importance here where about 17 per cent of the 80,000 pupils in public schools are Negroes

DEC 12 1943

According to Mrs. Chalfant, will embrace the fundamentals of democracy through all lines study, recreation and activities of the school system, without a direct approach which would definitely label the courses.

"Its proposes," she said, "to thread together all school activities, curricular and extra-curricular in unobstrusive fashion but with one studied objective—the idea of tolerance fom playing together in kindergarten to planning together in high school." She added:

"Too often youngsters have been taught that we already have achieved a perfect democracy and have become disillusioned when their experiences proved this untrue."

NEGRO HISTORY TAUGHT IN CHICAGO SCHOOLS

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The Plaindealer
Kansas City, Kan.

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Inquiries about the Chicago plan for the study of the Negro have come from all over the nation and from many points in South America. The whole idea of the plan as explained by Mrs. Morgan is "to teach whites to respect Negroes and Negroes to respect themselves."

Philadelphia Tribune
Philadelphia, Pa.

St. Louis Teachers Study Race Relations

ST. LOUIS, (ANP)—Teachers and other professionals in allied fields met Friday for an all-day institute on intercultural education at Bishop Tuttle Memorial to study problems of human relations, and character building with special reference to racial and religious discrimination, and how to teach tolerance to the young.

The institute, sponsored jointly by the Round Table of Christians and Jews and a committee of local teachers, heard an opening address by Dr. Stewart G. Cole, dierector of the Bureau of Intercultural Education, an organization devoted to promoting better relations among racial and religious groups., in which he warned that the forces of hate, insecurity and fear must be isolated and attacked with all the forces possible.

Three Courses On Interracial Relations To Be Offered For Teachers In New York City

New York, N. Y.
Age

The increasing importance of the Negro in the American scene was evidence last week by announcements that in three separate schools in the Harlem area, in-service for teachers are being sponsored by the Board of Education, in cooperation with progressive agencies.

Indicative of this, one of the announcements said: "Because the American scene changes so fast and because the place of the Negro in this scene is of such vital and far-reaching concern, this course will give timely information and direction to those teachers who are seeking new sources of understanding and new approaches to methods of inter-racial cooperation."

All three courses have as their aim to present to Negro and white teachers the achievements of the Negro and his contributions to America.

One of the courses, "Intercultural Relations," is being offered in room 208 of Junior High School 136, St. Nicholas avenue and 136th street, on Tuesdays from 4:10 to 5:50 p. m., under direction of Dr. Edward L. Washington, administrative assistast of the New York Vocational High School. Speakers include: Dr. Jerome S. Peterson, district health officer of the Central Harlem Health Center; Dr. George S. Counts, of Columbia University; Father LaFarge, Harcourt A. Tynes, Rev. A. Clayton Powell, jr., Misses Melba Price, Lucille Spence, Mrs. Ann Hedgman, Rev. James H. Robinson, John H. Sharpe, Henry K. Craft, Rev. John H. Johnson, George S. Schuyler, John S. Brown, jr., and Irwin Stark.

Another course, "The Negro In The American Scene," is being offered in Junior High School 120, 1 East 120th street, under direction of Dr. Abraham Ehrenfeld, principal of Junior High School 120, on Mondays from 4 to 5:30 p. m. Speakers include: Dr. Algernon D. Black, Charles A. Collier, sr., Edward S. Lewis, Dr. E. Franklin Frazier, Dr. Jerome S. Peterson, Mrs. Jane G. Judge, Mrs. Ruth Logan Roberts, Miss Harriet Pickens, Dr. George E. Haynes, Dr. Ambrose Caliver, Mrs. Rachel Davis-Dubois, Dr. Carolyn Zachary, Dr. Stewart G. Cole, Dr. Alaine Locke, Dr. Sterling Brown, Roy Wilkins and former Judge William H. Hastie.

A third course, "Racial and Cultural Problems in New York City" is being offered at the Benjamin Franklin High School, 116th street and East River Drive, Tuesday at 4:15 p. m. under direction of Leonard Covello, principal.

Start Improving Our School Textbooks
Now Is Strategic Time to Start
Kansas City, Mo.
AUG 6 1943

By FRANK MARSHALL DAVIS

Call

UNITE TO CHANGE OUR TEXTBOOKS

With the eyes of the world focused upon America's internal black-white problem; with the state and city groups being appointed as a result of the Detroit riots, with the CIO in particular undertaking an educational program to curb colored prejudice, today looms as the strategic time to unite and strike hard against one of the first foes of democ-

racy and tolerance; the public school textbook.

No person is born with race prejudice. The seeds are planted, nourished and grown to maturity before a boy or girl finishes high school. These are the formative years when life long attitudes are channelized. If there is nothing in the history of our country, they thrill only to the deeds of white men. See what I mean? Is it any wonder then that the white American finishes high school believing that the Negro has been nothing but a slave and a drain on white civilization?

It is in the schools that our "inferiority" and accent supposed racial "differences." About this na- ... white people. high school age that you see first learn of how many Negroes came here ... only to the him who was Crispus Attucks, ... or Peter Salem or Benjamin ... used in most Banneker or Jan Matzeliger or ... best mention Harriet Tubman or Sojourner ... a slave com- Truth or Needham Roberts or ... s a cause of any one of dozens of other ... nd perhaps names in history, science and ... y and spar- literature and you'll get blank ... advances" looks. As a matter of fact, ... reference to that will go for plenty of Ne- ... gton. Still gro youths. Some schools go so far as to ... edly charge teach European history under some title as "American Begin-

When our young ... and thrill to the ... country, they ... deeds of white ... The history book ... at best ... only as a ... here in 1619, as a ... contribution to the Civil war, and ... world civilization, speaks patronizingly and ... ences to give a fair impression of the Negro's ... ing in the high schools at ... experi- the Negro ... undertak- of the Negro's ... to American and ... to think of his colored brother as ... since then, with a ... Booker T. Washington. ... other books pointedly ... LITTLE OF NEGRO

nings in Europe" but have nothing at all to say of the background of the Aframerican. The myth grows up that the native Africans were savage abroigines with no culture, or social organization of their own, with no history.

Whites point proudly to the deeds of their ancestors in Europe while the belief is fostered that the whites did the Negro a favor by bringing him here from Africa where he was little more than a wild animal.

It is time that such cockeyed conceptions were eliminated. The day has arrived when Americans must be taught the truth about each other if democracy is ever to become a fact instead of a name. They must be taught this in the same schools where they learn their reading and obtain all other knowledge relative to this great nation of ours.

AUG 6 1943

ABOUT SPECIAL COURSES

I do not necessarily advocate special courses in Negro history as the solution, but I do say that the true story of the Negro, of his contributions to America, should be a part of our regular textbooks.

In our history books, mention prominent Negroes along with whites of the same period; in science, speak of our outstanding scientists; in literature, tell about our writers. No leaning over either way, just facts.

AUG 6 1943

The student will be inclined to accept the truth about our contributions on an equal plane with those of whites since he learned them simultaneously. Then, if anybody desires to study this subject more extensively, let there be elective courses on Negro history where more detail can be given.

This change from one-sided textbooks to fair and honest textbooks can be taken in any community where the Negro has a vote, the will to use it, aggressive leaders and strong and progressive labor unions.

Next time a candidate for alderman or mayor in your city asks for your support, exact from him a promise that in return for your vote he will fight unceasingly for the introduction of fair and honest textbooks in the schools of your city.

Agitate for this change through your clubs, your church-es, your leaders. If your city has a race amity committee, draw its members into this fight. If you belong to a labor union—particularly an interracial organization such as the CIO which is already seeking to educate the public—get this union back of you. Remember, the ballot is a powerful weapon when used intelligently.

BEGIN WORK NOW

AUG 6 1943

There is no sound reason why enfranchised Negroes with their white friends can't change this textbook situation, and if ever there was a time when the condition needed changing, it is now with the war going strong against fascism, both foreign and domestic, and with many individuals actively interested in the Negro's fight who before were merely passive bystanders.

I do not say that a change in out anti-Negro textbooks will kill prejudice, but I am convinced it is a major step in that direction. The white youth grows to maturity learning the truth will not be disposed to impart the old myths to his offspring, nor will he be fertile field for white supremacy propaganda which sprouts now only because of the ignorance of those it seeks to impress.

It is significant that there is less strife in those areas where whites and Negroes attend school together and less prejudice among those whites who have actually rubbed shoulders and exchanged ideas with colored youths in the same classrooms. If these whites had been able to learn in their textbooks the truth about their Negro fellowstudents, there would be today even less friction.

How abuot you starting today to unite in your own community to change our textbooks?

Journal and Guide

Race Relations Class For School Teachers

Norfolk, Virginia

NEW YORK, N. Y.—(ANP)—An in service course for school teachers, entitled, "Intercultural Relations" is being offered by the board of superintendents at Junior High School 136, Manhattan. Dr. Edward L. Washington, administrative assistant of the New York Vocational High School for Boys, will conduct the course.

Association Of College Women Acts

DEC 31 1943

Argus

St. Louis, Mo.

The National Association of College Women, especially the inter-racial committee of the St. Louis branch, is attempting to contact the superintendents of schools, the presidents and members of the Boards of Education throughout th United States to see that Negro History is included in the school curricula of the nation.

A movement is on to teach history in a different and more modern method in the schools. Twenty dates to be remembered, but not one concerning the achievements or the progress of the Negro. The College Women's Association believes that racial, cultural and political minorities should be tolerated. respected and valued. In the past the Negro Race has been so obscured and belittled by propagandists that little is known of its creditable record. but it is found, by scientific investigation that the record of the Negro is not to be despised.

It is believed that, if every child in America, white or black, is to have a democratic education, then the schools must devote themselves to a realization of the democratic faith. These children must be taught that when the Negro has had equal opportunity for education and advancement he has made the same progress as any other group of people.

DES MOINES NEEDS NEGRO HISTORY

Bystander

Des Moines, Iowa

A senior in our high school called the Bystander office recently, to inquire if Oscar De Priest was a member of the congress; if Judge Hastie was serving in the Virgin Islands; if Oscar DePriest was the first Negro to serve in congress.

DEC 30 1943

The young woman, we happen to know, has a splendid mind; can do a good job in mathematics, English and other subjects taught in the public school, but when it comes to some knowledge of what the Negro has done and is doing, and who he is, she like hundreds of others who are not given this information in the public schools, is woefully lacking. And it is most unfortunate because they are without the incentive to push on to higher things without a knowedge of the fact that the Negro has in the past and is now making brilliant history.

DEC 30 1943

Chicago schools have helped to alleviate this situation by placing in the system a course in Negro history. Des Moines would do well to follow suit for this information would be valuable not only to Negroes but to white people as well.

Negro newspapers do much to bridge this gap for not only do they include current events but special features which quote and elaborate on Negroes of prominence in American and world history.

Research Work Of Teachers Termed As Outstanding

Courier Pittsburgh, Pa

Better Understanding Looms Between Races As Result of New Data Being Added to Curricula of School System

By HUGH S. GARDNER
(Staff Correspondent)

CHICAGO, Sept. 2—The Negro's contribution to world civilization to the growth and expansion of America, and to the present war effort, will be woven into the general mass material of class work designed for elementary grades in the Chicago school system for the second time, with the opening of the fall term next month.

Chicago, and eventually the nation, owes a debt of gratitude to the painstaking and laudable efforts of two conscientious school teachers for erasing what some term the deliberate sins of omission on the part of American historians, who have failed in many instances to include all persons who have taken an important part in the development of our country.

PLAN IS ACCLAIMED

Judging from the momentum of popularity this new study gained during the first year of its inception into the city's entire school system, it will not be surprising if the near future will see the entire American education system transformed, revealing the whole truth about the part each race has played in the development of this country.

THE THINGS TO KNOW

For children of any race, to know the saga of George Washington Carver; the marvelous careers of Marian Anderson and Paul Robeson; that Jean Baptiste Point de Saible was the first settler in Chicago; that Capt. Alonzo Pietro was skipper of Christopher Columbus' good ship Nina will inspire them.

The Supplementary Units for the Course of Study and Social Studies, such as has been designed by Mrs. Madeline Robinson Morgan and Mrs. Bessie King, elementary school teachers, will unquestionably end ignorance of Negro history.

This course of study is divided into three units. One for the first three grades; another for the following three, and a third for the seventh and eighth grades.

MRS. MORGAN, CHICAGOAN

In a very definite and simple manner, Mrs. Morgan, a native Chicagoan, Northwestern university graduate, teacher at the Emerson school, and in private life the wife of a civilian foreman at the Chicago quartermaster depot, said: "I just felt after seeing the American Negro exposition in 940, that we should know more about our own people. Over and above this, my principal, Miss Elinor E. McCollum, and I talked about the problems of Negroes. Miss McCollum's interest prompted her to make it possible for me to present my plan to Dr. William H. Johnson, superintendent of Chicago schools."

PLAN IS ACCEPTED

Dr. Johnson accepted the plan. A committee was formed with Miss McCollum acting as chairman. Mrs. Morgan was released from her teaching duties and chose Mrs. Bessie King as her co-worker. For the next 18 months the two struggled with the material, and finally through the trial and error method they reached the desired point, after, however, many valuable suggestions had been given by several other persons, including Dr. Carter G. Woodson, foremost authority on Negro history. The research study was carried on mainly at the George Cleveland Hall library, which has the second largest collection of Negro books in the Middle West. Correspondence brought in other material, and some was obtained from the Field museum, Art institute and University of Chicago library.

SEP 4 1943

This timely study of the colored American, by means of this new study course, has acquired his first intellectual freedom, through the hard work of two Chicago school teachers.

46-1943

Courier
Pittsburgh, Pa

CARRY ON!

NEWS HEADLINES~

"ONE OF THE FOUR LIBERTY SHIPS NAMED FOR OUTSTANDING NEGRO AMERICANS SUNK BY AXIS SUBMARINE...CREW RESCUED."

"S.S. ROBERT L. VANN, FIFTH IN THE SERIES OF LIBERTY SHIPS NAMED FOR FAMOUS NEGRO AMERICANS, LAUNCHED AT SOUTH PORTLAND, MAINE."

NOV 6 - 1943

Alston

Fisk University Plans Program Of African Studies This Fall

Kansas City Call

NASHVILLE.— (ANP) — A program of studies in African languages and cultures has been developed for the '43 term at Fisk university, according to Charles S. Johnson, head of the department of social studies.

The program which has as one of its goals, that of acquainting the student of liberal arts with the variety of natural endowment in topography, climate, flora, fauna, and mineral resources of the African continent, is an addition to the regular curriculum in sociology and anthropology.

A second aim of this project is the providing of experience in the scientific investigation of cultural, psychological and biological data. Cultural and ecological studies will receive consideration.

Such may include the relations of the African to his land, the modification of that relationship by the introduction of money economy, the native in relation to the expanding world market, the development of native industries, domestic, economic and political institutions, Christian evangelism and African life, and problems of social change.

A genuine acquaintance with the African, his world and his problems as a basis for aiding him in the management of his practical affairs and the development of new vocational opportunities and careers for Fisk students, may be recognized as one of the principal objectives of this program.

Five native African informants have been secured whose duty it will be to supply linguistic data for analysis and study, and to serve as drill-masters for practical exercises.

The program will be under the direction of the staff of the department of social sciences, with participation by other members of the faculty whose interests may be extended into this province.

Mrs. Roberson Speaks

Kansas City Call

Wife of Famous Singer Writes Students of Fisk U.

On Opening of New School of African Studies There

Kansas City, Mo.

NEW YORK — (ANP) — Writing the students of Fisk university on the occasion of the opening of the new school of African studies at that institution, Mrs. Paul Roberson said last week:

"I have come to realize a fact which we all, as Negroes, know anyway, but seldom admit face. This is the fact that we are all lumped together as Negroes, without regard for our widely different physical, mental, cultural and temperamental backgrounds.

Pride of Race

"I like it because for the past seven years I have been looking into this matter of race, I have come to realize that we are not only lumped together as Negroes, — 13 million of us, we are lumped together in the world view, as colored peoples, which term includes the West Indian Negro, the African, the Chinese, the Indian and the Malayan. are now growing up, being regarded as part of a lump of 13 million, we are actually looked upon as part of a lump of one billion!

"Whether we want to be or not, you and I are not only brothers and sisters in our little Negro family, we are also fellow members in the very big family of colored peoples. That is the

These include the following persons: Mr. Charles S. Johnson, director of the department of social sciences, who spent seven months (1930) in the Republic of Liberia as a member of the International Commission of Inquiry working for the League of Nations; Dr. Robert E. Park, lecturer in sociology, professor emeritus of sociology at the University of Chicago; Dr. Edwin W. Smith who brings to the program a long and interesting background as an Africanist, as co-founder of the International Institute of African languages and cultures and sometimes President of the Royal Anthropological Institute of Great Britain and Ireland, co-author of the "Golden Stool: Some Aspects of the Conflict of Cultures in Modern Africa, and The Christian Mission in Africa;" Dr. Lorenzo D. Turner, professor of English and head of the department of English at Fisk, and Mark Hanna Watkins, professor of sociology and anthropology at Fisk.

Dr. Turner for a number of years has been investigating the survivals of African languages in the new world and has written articles on the African language for the American council or Learned societies, while Dr. Watkins' publications concerning Africa are "A Grammar of Chickawa: a Bantu Language of British Central Africa and 'The West African Bush School'" which appeared in an edition of the American Journal of Sociology.

OCT 1 - 1943

OCT 1 - 1943

Kansas City, Mo.

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"Perhaps the first and most important step toward sharing this adventure and this information with you. — a gentleman and a scholar who first would like very much to share with you the lessons on Italy, which I

"And to this and I have the of all respects us as a race, and try and my people.

ed something about my Old Coun- the British, — a logists. It was that I learn-sympathetic understanding of in England, among the anthropo- brought about a new and more for a walk along that road which- ricans, the author of the famous I began to travel seven years ago, book 'The Golden Steel', which would be to take you by the hand- published books on Africa and Af- adventure and this information years, the author of many distin- portant step toward sharing this and worked in Africa for many student of all those anthropologists, — a French-American student who was delighted with the session on France, and so on. And who weren't just our own Negroes. 13 million American Negroes, they were also the 100often some timid student would West Indian Negrocs, get up and tell us about a trip his om I knew just a little, or her parents had taken to the 100 million African Negroes, out whom I knew noth- it had been to see these places and people whence they came. ger.

out about my new re- "I remember very clearly that out my African brothers everybody seemed to have an Old rs, has been a thrilling Country, except me. Except us fying adventure. It an Negroes. We were never taught nd fulfilled vague ques- anything about Africa, never l yearnings which I re- heard or read about Africa. If faced me as a young we thought about Africa at all, we thought of her, inaccurately as I know now, as a wild full savage people dressed up in leopard skins, people dressed up in leopard skins, dering, perhaps subcon- war whoops, and living side by about my remote back- side with lions. my roots, my Old Coun-

Wrong Ihmpression

the New York schools eager student I remem- attended, my fellow-stu- ite, all had an Old Coun- en we came to the study y and particularly geo- here was always some- merican student who was and extremely rewarding adven- with the lessons on Italy, ture, — an adventure which I

Wondering

"As an eage ber wonderin sciously, about scious and informed. which I attem "Or so I thought, until I went dents, white, a abroad with Paul in 1928, and try. When we lived in England for 12 years. of history an There, in England, I gradually le- graphy, there came conscious of the fact that Italian-Americ Negro people, because, to thy

Travels a Lot

"In my travels about the world cially our race, of course, — and sisters, gro people familiar 13 mi gender pride of race. "And it is this information and "which I would like to share with American.

Pride

"I like it because for the pasting whatever. "Findi seven years I have been looking — espe- lations, about r

who knows about our history, background and present condition, particularly in Africa.

"He feels and hopes, as I do, that his knowledge of Africa will be of great interest and value and use to you, and he has come to Fisk to share it with you.

"As one of his most respectful and grateful students, I have the honor to present to you Dr. Edwin Smith."

INSURE DEMOCRACY FOR FUTURE

Courier
Pittsburgh, Pa

Mrs. Madeline Robinson Morgan, seated at desk, quiet, cultured, unassuming native Chicagoan, a teacher in the Emerson school, is a graduate of the University of Illinois and will soon receive her master's degree in English from Northwestern university. She is a native of Brownsville, Tenn., and is a member of the Phi Delta Kappa sorority.

lum after 16 months of research, during which time both were regular of teaching duties. Mrs. King is a teacher at Farren school, is a graduate of the University of Illinois and will soon receive her master's degree in English from Northwestern university. She is a native of Brownsville, Tenn., and is a member of the Phi Delta Kappa sorority.

Race Relations Course For New York Teachers

Kansas City, Mo.
Kansas City Call

NEW YORK.—(ANP)— An in-service course for school teachers, entitled "Intercultural Relations" is being offered by board of superintendents beginning Sept. 21, on Tuesday afternoon at the Junior high school in Manhattan.

Dr. Edward L. Washington, administrative assistant of the New York Vocational High School for Boys, will conduct the course.

The purpose of the course is to acquaint teachers with the contributions made by Negroes in history, music, art, science and literature; to acquaint teachers with the latest facts regarding the health, economic, social and religious life of the Negro to discuss ways and means by which the principles of democracy can be applied within and without the school; to enable teachers to develop race pride among Negro pupils, because of the accomplishments of the race; to furnish source material for further study about the history of the Negro; to furnish material about the Negro for use in the classroom, and to inform white teachers why Negroes deserve the fullest respect as fellow citizens in our democracy.

Dr. Jerome S. Peterson, supervisor of the Central Harlem Health center, was the first speaker. Dr. Peterson divided his lecture into parts "The Contributions of Negroes to Medicine and Its Related Fields" and "Actual Facts About Health Conditions in Harlem and What Teachers Can Do To Improve Them."

Dr. George S. Counts, professor of education, teachers college, Columbia university, will lecture on Sept. 28. His topic will be, "The Schools Can Teach Democracy."

Father LaFarge will lecture on "Our Duty Towards Our Colored Citizens" on Oct. 5.

The fourth meeting will be held on Wednesday, Oct. 13. Mr. Harcourt A. Tynes of Junior High School 139 will lecture on "Some Misconceptions of the Negro."

Rev. A. Clayton-Powell Jr., councilman, will speak on "The Negro as a Citizen" on Oct. 19.

The following speakers are also scheduled to appear on the program: Misses Melba Price, Lucille Spence, Mrs. Ann Hedgemen, Rev. James H. Robinson, John H. Sharpe, Henry K. Craft, Rev. John H. Johnson, James E. Allen, George S. Schuyler, John S. Brown Jr., and Irwin Stark.

A period for discussion will be arranged for each lecture to make the course practical value as well as for cultural development.

Journal and Guide

AFRICAN STUDIES

From Houston Informer

FISK UNIVERSITY has begun what it calls a "program of African Studies."

This program is "an addition to the regular curriculum of sociology and anthropology." The all-all objective seems to be to those who pursue these studies a broad, accurate, and scientific "acquaintance with the African, his world, and his problem," in order, among other things, that there may be qualified Negroes who can furnish assistance and leadership, if and when Africa gets a chance in the post war world to work toward the "Four Freedoms" for the Africans.

This is a far-sighted program. It is a program which has tremendously desirable possibilities. Aside from the opportunities for personal enlightenment and growth those who participate in these studies will be preparing themselves for a very significent service, should the barriers standing in the way be removed.

As Negroes we shall certainly be making the argument that Africans should share in the larger opportunity for self-determination and democracy, which the "Four Freedoms" envisage for the world. The argument will have added weight if there are well trained and prepared American Negroes, who can offer the needed services of leadership to their African ances-

tors

Norfolk. Virginia

Negro History Taught In 353 Chicago Schools

Pittsburgh, Pa
Courier

CHICAGA—(ANP)—The story of how Chicago introduced the study of Negro history in 353 elementary schools is told in the October issue of Negro Digest. Primary responsibility for the preparation and introduction of the Chicago plan for the study of Chicago's largest minority group is given to Mrs. Madeline Morgan, a Chicago teacher for 11 years. Mrs. Morgan, who is a graduate of Northwestern university, spent more than a year and a half gathering facts about the Negro before she compiled the three books used in the Chicago system.

Inquiries about the Chicago plan for the study of the Negro have come from all over the nation and from many points in South America. The whole idea of the plan as explained by Mrs. Morgan is "to teach whites to respect Negroes and Negroes to respect themselves."

African To Be Taught At Fisk U.

Chicago, Ill.
Defender

NASHVILLE—(ANP) — A program of studies in African languages and cultures has been developed for the term at Fisk University, Christian evangelism and African life, and problems of social change.

A genuine acquaintance with the African, his world and his problems, as a basis for aiding him in the management of his practical affairs, and the development of new vocational opportunities and careers for Fisk students, may be recognized as one of the principal objectives of this program.

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46-1943

THE LIVING SOUTH

Defender
Chicago. Ill

By HAROLD PREECE

Fisk Calling Africa

I ALWAYS get a big lift when I board the Nashville bus from our mountain cabin and take a run down to Fisk University.

I am writing this in a house a few blocks away from the Fisk campus — a few blocks away from one of the friendliest and most courteous groups of teachers and students that I have ever met during my years of prowling around university libraries.

This visit to Fisk has been particularly enjoyable because Fisk has recently engaged as its librarian, Arna Bontemps, who has written a lot of books on his own account. Arna Bontemps, author of that Negro epic, "Black Thunder," is a great and talented artist simply because he likes people and stays down on the earth with them.

This year, Fisk has instituted a down-to-earth project which is going to help this stirring, quickening South find its place in this stirring, quickening world. I wish that I were a college student again so that I might enroll for the Program of African Studies being offered by Fisk's School of Social Science.

For I feel, as a white Southerner, the need to know more about Africa in terms of the great civilizations and the great leaders that Africa has produced in the past; that Africa will produce in the future when this world will be a fraternal congregation of free nations instead of a world divided into prison keepers and prison countries.

Nine million of my fellow-Southerners stem from ancient, black civilizations far older than mine which emerged from the forests of West Europe long after the beginning of the Christian era.

The ancestors of Alabama sharecroppers and Louisiana longshoremen were kings and scholars by the Nile and the Congo centuries before my folk had left the woods: some to become saints and scholars; some, may God help them, to become Kluxers and plantation riding bosses.

Heads Off Racism

THIS PROGRAM of African Studies will teach the sons and daughters of the black South what their own ancient, black fatherland gave to the whole pattern of human culture. I only hope that the progressive organizations of the South — the trade unions, the liberal churches, the progressive forums — will take the cue from Fisk by organizing classes in Negro history and culture for members of both races.

Now, I know that some people are going to go off half-cocked and criticize Fisk for offering such a program. They are going to say that Africa is a long way from Alabama, and that they fear that this program may increase racial tension in the South.

You've heard arguments of this kind when anything was done to make the Negro conscious of his past and his possibilities; I don't have to spend this weekly visit with my friends pointing out that the argument has more holes than a banged-up molasses bucket.

This program offers no comfort to the peddlers of that poison known as racism. Dr. Mark Hanna Watkins, one of the main figures in the undertaking, says that the course represents an attempt to head off that racism which has smeared the world with blood by giving the young leaders of the future a conception of a world which includes Alabama and Nashville but which is much bigger than any particular town or any particular republic.

At the same time, it serves the worthwhile purpose of training young American Negroes for intelligent, democratic service as teachers, scientists, and organizers in that Africa which looks for freedom and the restoration of its lost glory once this war is over.

The young people will be told of the economic and social problems faced by awakening Africa, and how those problems fit in the broader tasks that must be undertaken by all the peoples of the world in this age drawing nearer with the collapse of each Axis fortress beneath the hammer of the United Nations.

The men and women, training for future service in Africa, will be taught the languages of the countries in which they will function. People who know those languages are serving as guest faculty members preparing those who will help bring an almost unknown part of the world into the orbit of free nations with free cultures and free institutions.

Competent Faculty

I AM particularly glad that a girl from the Vai tribe of the Liberian-Sierra Leone border will be here to instruct young Americans in the language and accomplishments of her people. In the book, "Lighting Up Liberia," which I co-authored with Arthur I. Hayman, I have shown how the Vai tribe has developed its own written language and its own system of schools during the last few years.

I am also glad to see on the faculty that great British scientist and friend of the Negro, Dr. Edwin W. Smith. Dr. Smith has already done more for the African peoples by his sympathetic studies of them than certain gentlemen in European governments have done for them by the high hat governors they have sent out to rule that proud, brooding continent.

I'm just hoping that the teachers in this program will find time to present the findings of American friends of Africa to their students. Dr. Max Yergan and the Council on African Affairs in New York, for instance, have worked out a program for self-determination and social development of the African peoples which is well worthy of consideration in the whole scheme of African-American relationships.

And one more suggestion — wouldn't a whole lot of us like for Fisk to institute correspondence courses on Africa for those of us who can't go to Nashville?

L.A. School Board Approves Plan To Teach Tolerance

Defender Chicago, Ill

LOS ANGELES. — Proposals for a program in the schools to extend the teaching of inter-racial democracy and to refute Axis race-supremacy theories were "enthusiastically accepted in principle" by the board of education in this city this week.

A delegation representing 85 civic, labor, church and social welfare organizations submitted proposals to the board suggesting that the following measures be adopted in commemoration of Bill of Rights Week:

Provision for an interracial democracy day in the schools for recognition of contributions of minority groups to American democracy and the war effort; the preparation of pamphlets for use in all grades on science's repudiation of Hitler race theories; an interracial democracy assembly in every junior and senior high school, and a bulletin in the schools calling for the observance of exemplary democratic attitudes by students and teachers to counteract racial tensions.

Assemblyman Lester McMilland of the Los Angeles Federation of Teachers, Local 430, AFL, was spokesman for the group. He declared: "While our boys are up in front the least we can do is maintain unity at home. To get unity it is up to us to seize every opportunity to stamp out and eradicate every vestige of Nazi philosophy. The schools are a good place to start."

The board agreed with a suggestion that the superintendent of schools meet with the committee of those present to discuss ways and means of effecting the resolution.

Negro History Is Taught In Chicago Schools

CHICAGO — (ANP) — The story of how Chicago introduced the study of Negro history in 353 elementary schools is told in the October issue of NEGRO DIGEST.

Presented by Mrs. Morgan

Primary responsibility for the preparation and introduction of the Chicago plan for the study of Chicago's largest minority group is given to Mrs. Madeline Morgan, a Chicago teacher for 11 years. Mrs. Morgan, who is a graduate of Northwestern university, spent more than a year and a half gathering facts about the Negro before she compiled the three booklets on Negro history now used in the school system.

Inquiries about the Chicago plan for the study of the Negro have come from all over the nation and from many points in South America. The whole idea of the plan as explained by Mrs. Morgan is "to teach whites to respect Negroes and Negroes to respect themselves."

New African Classes Draw Heavy Fisk Registration

Defender Chicago. Ill

NASHVILLE, Tenn. — The opening of Fisk university's 78th year as a liberal arts college for Negroes was marked by the heaviest registration of students in the school's history, the addition of distinguished scholars to the faculty and the inauguration of an important new program of African studies.

The freshman enrollment is nearly twice as large as last year and includes students from at least 30 states. Of these, more than 150 are women. The number of men, while smaller than in past years, is nevertheless considerably larger than had been anticipated. In addition to representatives from most of the states of the nation, the new student body has in it Haitians, Panamanians Puerto Ricans and Liberians. There is also a French refugee.

Still others are expected from Latin America. Five students from Latin American countries have been enrolled in cooperation with the Department of State, the U. S. Office of Education and the Institute of International Education Some of these are already in attendance at Fisk. Others have been delayed by wartime transportation difficulties.

A notable addition to the faculty is Dr. Edwin W. Smith, co-founder of the International Institute of African Languages and Culture and setting up of the new division of African studies. Mr. Hubert, a former president of the Royal Anthropological Society of Great Britain. Others are Giles H. Hubert, assistant professor of Economics at Fisk, returns ahead formerly with the Federal Agricultural Administration, and Arna Bontemps, author of "Black Thunder," "Sad-Faced Boy," and other stories of Negro life. Dr. Smith comes to Fisk as a special consultant in the (Department of Physics); James A. Gibbs Jr. (Department of Chemistry); Miss Margaret Carter (Department of Education), Ph. D., of Harvard university; Mrs. Loi Neely (Department of Music), M.F.A. University of Iowa; and Carl Parrish (Department of Music), Ph.D., Harvard university; David Stone (Department of Social Sciences), M.A., Harvard university; Miss Peggy Lillian Voorhees (Circulation Librarian), A.B., Rosary college; Edward N. Palmer (Department of Dramatics and Speech), Ed. D., Columbia university; Miss Brown (Circulation Librarian), A.B., Rosary college; Edward N. Palmer (Department of Social Sciences)

Other new faculty members include D. F. Bender, Ph.D., from the University of Michigan; and Charles R. Lawrence Jr., J. Masuoka and Werner Cahnman in the Department of Social Sciences.

The newly instituted program of African studies has two main objectives. The first is to acquaint the liberal arts with the climate, and resources of the African continent and to study the indigenous racial types, modes of subsistence, artistic ex-

AFRICAN STUDIES

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Teach Class on Negro People

The Worker, 1943

New York, N. Y.

James W. Ford, Benjamin J. Davis, Jr., and Robert Minor will be among the instructors in the full-time two weeks morning school on the Negro people and the war, scheduled by the Workers School for this fall. The morning course, originally planned for Oct. 18, will open Nov. 8 and close Nov. 19 to allow active election workers to participate.

All three of these instructors are members of the National Committee of the Communist Party. Benjamin J. Davis, Jr., is candidate for City Council.

Ford and Davis will share between them the instruction in the course in current problems of the Negro people, which occupies one week of the two weeks school. Minor will sum up on the last day.

Other instructors will be Francis Franklin and Elizabeth Lawson.

The class will be held five days a week for two weeks, from 9 A.M. to 1 P.M. All students must be recommended, and places are limited. Those who wish to apply are asked to communicate with Elizabeth Lawson, Room 301, 35 E. 12th St.

People's Institute For Harlem: Peoples Voice
New York, N. Y.

Gwen Bennett to Head New Carver School

JUL 31 1943

Miss Gwendolyn Bennett, formerly director of the Harlem Community Art Center, and well-known in cultural circles, was chosen director of the George Washington Carver School which will open in the fall when the committee to set up the school met at Hotel Theresa last Monday.

Formerly a teacher in the art department at Howard University, and a member of the State Agricultural and Industrial College in Nashville, Tenn., and the public schools in Florida, Miss Bennett has been part of the committee to set up a people's institute in Harlem since its inception at a dinner held at the Hotel Theresa on Feb. 25, at which many community leaders were present.

JUL 31 1943

TYPE OF COURSES

The school will offer courses in the history and culture of the Negro people, current events, the role of Negro women in American life, American history, religion, economics, politics, the Negro people

GWENDOLYN BENNETT

in relation to the global struggle and other subjects of interest to the people of Harlem.

JUL 3 1943

Members of the Steering Committee elected to collaborate with Miss Bennett include Dr. Max Yergan, chairman; E. L. Dimitry, Robert J. Craft, Mrs. Dorothy Steele, Ben Davis, Jr., Leonard Covello, Miss Thelma Dale, Hope Stevens, Miss Melva Price, Dr. Arnold Donawa and Canada Lee.

The committee will secure a location for the school, teachers for its classes and will invite prominent members of the community to become part of its Board of Directors.